

DEMONSTRATE THE ABILITY TO CONDUCT A MAJOR INCIDENT BRIEFING

CONDITIONS

You are an incident commander or agency liaison and must brief the incident staff on critical issues.

OBJECTIVES

1. Prepare the student to brief the incident staff on critical issues.

TRAINING AND EVALUATION

Training Outline

1. Formal and complete briefings are extremely important for safe and effective mission accomplishment. They must be comprehensive, concise, and specific. Inadequate briefings may lead to complacency, incomplete mission accomplishment, and compromise of safety. Briefings should present important information and bring the varied incident staff up-to-date on developments in the mission. Participating personnel must be kept fully informed of operational plans and status of the mission so that individual aircrews and ground teams may make sound decisions and assist in providing information to the incident commander.
2. Briefings and debriefings should be conducted in a formal atmosphere and in a suitable briefing room if possible. It may or may not be appropriate to conduct the briefing at the incident command post. It may be more appropriate for briefings to be done at a major staging area or other reserved location. Also consider who will hear the briefing. Depending on the location, you may not only have staff listening, but also interested bystanders like the press or members of the community, and it may not be appropriate for them to hear sensitive or even classified information.
3. The incident commander or appropriate staff members will establish the actual time of the briefing and who must or should attend. In selecting a time for a briefing consider the following:
 - a. A general group briefing is normally accomplished at the beginning of especially resource intensive missions. Some personnel may not be available unless directed otherwise.
 - b. Briefings must be scheduled to allow crews ample time for pre-departure activities.
 - c. Periodic updates will most likely be necessary for resource intensive missions.
4. When developing and delivering the briefing, several items need to be reviewed and emphasized:
 - a. Key points of the current incident action plan should be reviewed. If necessary, copies of the formal plan and other handouts should be provided to important staff areas.
 - b. Professionalism and compliance with directives will be stressed.
 - c. Detailed checklists should be used by all staff members to prevent mishaps and mistakes that can lead to mission failure.
 - d. The briefer must emphasize the importance of safety and the need to incorporate risk management in decision-making. Our missions can be hazardous, but hazards should be minimized to avoid injury, or worse loss of life.

5. Updates to briefings must be provided in the most appropriate manner to communicate mission essential information. It may not be necessary to provide updates in a formal briefing environment, but the information still needs to get to those that need to make decisions. Verbal briefings by a clearance officer, or written orders posted to a status board in a common area of the incident base may suffice.

Additional Information

More detailed information on this topic is available in the mission base staff reference text.

Evaluation Preparation

Setup: Prepare an incident action plan with supporting materials for the student to review.

Brief Student: Based on the requirements established, ask the student to decide when and where the student will brief the staff, and then review the briefing when given.

Evaluation

<u>Performance measures</u>	<u>Results</u>	
1. Student selects an appropriate time and area to brief the incident staff.	P	F
2. Student reviews the current situation and briefs appropriate portions to the staff.	P	F
3. Student identifies where staff members can find updates to the information provided throughout the mission.	P	F
4. Student emphasizes the importance of the following:		
a. Safety and managing risk	P	F
b. Professionalism	P	F
c. Compliance with directives	P	F
d. Use of checklists	P	F

Student must receive a pass on performance measure number one or number two to qualify in this task. If the individual fails a measure, show what was done wrong and how to do it correctly.